

THE PARTICIPANT'S GUIDE TO TRANSITION TO TEACHING



**Transition to Teaching Program Director
Dr. Larry Grooters, Valley City State University
701-845-7192
larry.grooters@vcsu.edu
Fax: 701-845-7190**

TABLE OF CONTENTS

FAQs ABOUT TRANSITION TO TEACHING	3
ROLE RESPONSIBILITIES	5
STANDARDS, BENCHMARKS AND EXAMPLES OF SUPPORTING KNOWLEDGE.....	12
PARTICIPANT RESOURCES	
• To My Content Specialist	27
• Clinical Practice Log, Fall	28
• Clinical Practice Log, Spring	34
• Journaling Expectations	36
• Reflection Journal pages I-VI	37
FISCAL	
• Financing the Clinical Practice Experience	43

FAQs ABOUT TRANSITION TO TEACHING

What is Transition to Teaching (T2T)?

Transition to Teaching is an alternative teacher preparation program for new, non-traditional teachers at the secondary level. Transition to Teaching allows participants to begin meeting the requirements for full licensure while carrying out their teaching responsibilities.

Transition to Teaching is conducted by Valley City State University under a grant from the North Dakota Department of Career and Technical Education and is endorsed by the Department of Public Instruction and the Education Standards and Practices Board.

Who may participate in Transition to Teaching?

To participate, you must meet two requirements:

- You must possess an interim/emergency license issued by the Education Standards and Practices Board (ESPB) or a provisional credential issued by the North Dakota Department of Career & Technical Education for instructors in trade, industry, technical, or health careers.
- You must be under contract to teach in a North Dakota school for the current year.

Both academic and career-technical teachers are eligible to participate.

What's involved in Transition to Teaching?

Transition to Teaching allows you to begin meeting the requirements for full licensure while you carry out your teaching responsibilities.

You will join a cohort of new, non-traditional teachers in *clinical practice*, a combination of professional education activities and structured support. These activities include:

- a full school year of mentoring by an experienced teacher in your own school;
- an initial required seminar at VCSU;
- an on-line course, *Introduction to Teaching*;
- connection to a “content specialist”, an experienced teacher in your subject who will be a resource person for subject-specific questions.
- opportunities to practice and reflect on what you are learning;
- professional reading and reflection.

If you complete all the requirements of clinical practice you will earn university credit for student teaching and the course *Introduction to Teaching*. Following the clinical practice year, you will continue to take course work on campus or through distance education to fulfill the Degree Plan of Study prescribed at your university.

What is the Degree Plan of Study?

The Degree Plan of Study is a list of the subject matter (what to teach) and pedagogy (how to teach) courses you must complete before the university will recommend you for full licensure. The Degree Plan of Study will be prescribed by your university following a review of your transcripts.

Who is my mentor?

Your mentor is an experienced teacher in your school who has been selected by your administrator to be a role model, a guide, and a first contact for your questions about school policies, procedures and routines. Your mentor is also the equivalent of a cooperating teacher for a student teacher, so he/she will work with your university to assure that you meet the requirements to earn credit for student teaching.

You and your mentor will have specific tasks to complete during the year. These are spelled out in the *Role Responsibilities for Clinical Practice* (pp. 5-11) and in the Participant Logs for Fall and Spring Semesters (pp. 28-35).

Who is my content specialist?

You and your mentor may teach different subjects. If this is so, you will be given the name of an experienced teacher in another school who teaches the same subject you do. This person will be your content specialist and will be available to answer subject-specific questions.

Content specialists for career and technical education instructors are identified by the state supervisors. Content specialists for academic teachers will be identified by your administrator with the assistance of the Transition to Teaching program director.

Role Responsibilities for Transition to Teaching

Role of the Participant

Fall Semester

The participant will...

- ☐ meet the interim (emergency) licensure requirements established by the ESPB or, for Trade, Industry, Technical and Health Careers instructors, the TITH certification requirements of the Department of Career and Technical Education (DCTE).
- ☐ enroll in his or her university for credit in *Clinical Practice* and (if needed) the course *Introduction to Teaching*.
- ☐ develop a Degree Plan of Study with his/her university advisor. (The Degree Plan of Study specifies the subject matter and pedagogy courses that must be completed in order to satisfy the university's requirements for teacher education.)
- ☐ fulfill the requirements for the course "*Introduction to Teaching*" by participating in the scheduled seminar(s), on-line course activities, and completing all assignments.
- ☐ be closely supervised by the mentor and building administrator during the initial ten weeks of clinical practice. This will include a minimum of one full-class observation weekly by the mentor and three full-class observations during the ten weeks by the building administrator. Each observation will be followed by a post conference.
- ☐ keep a log of observations and conferences as well as a journal record of discussion items and reflections on daily events.
- ☐ observe the mentor or another teacher for an entire class period at least weekly during the first ten weeks, followed by a post conference with the mentor.
- ☐ continue to meet weekly with the mentor following the first ten weeks of Clinical Practice. Conferences will include review and discussion of the participant's journal notes and other questions, concerns, or accomplishments.
- ☐ prepare for and conduct parent/teacher conferences and reflect on the experience in discussion with the mentor.
- ☐ observe or participate in an IEP meeting.
- ☐ make the initial contact and establish a working relationship with the assigned content specialist. The content specialist will serve as a resource for questions and concerns related to the participant's instructional content area.

Role of the Participant

(continued)

Spring Semester

The participant will...

- ☐ enroll for *Clinical Practice* credit at his/her university.
- ☐ complete all assignments and attend any scheduled seminars.
- ☐ meet at least once per month with the mentor and continue to document the meetings on the log and in the journal.
- ☐ continue to work with the assigned content specialist as needed.

Role of the Mentor

Fall Semester

The mentor will...

- ☐ provide close supervision of the participant for the initial ten weeks of clinical practice, including a minimum of one full-class observation of the participant per week followed by a post conference.
- ☐ submit reports to the participant's university as requested, and if necessary, to the program director.
- ☐ allow one full-class observation per week of him/herself during the first ten weeks and/or recommend other teachers for the participant to observe. Each observation will be followed by a post conference.
- ☐ following the completion of the initial ten week requirements, participate in a weekly review and discussion of participant's journal notes and other questions, concerns, or accomplishments for the remainder of the semester.
- ☐ assist the participant in preparing for parent/teacher conferences.
- ☐ arrange for the observation of an IEP meeting by the participant if the participant is not asked to contribute to an IEP.
- ☐ participate in on-site assessments of the participant's progress with the program director.
- ☐ communicate any concerns to the program director.

Spring Semester

The mentor will...

- ☐ conduct monthly meetings with the participant.
- ☐ participate with the program director in on-site assessments of the participant's progress.
- ☐ communicate any concerns to the program director.

Role of the Content Specialist

The content specialist will...

- ☐ establish a relationship with the assigned participant(s) at the beginning of the school year. Initial contact is to be made by the participant.
- ☐ serve as a resource to the assigned participant(s) on course content and other issues related to the management and delivery of the instructional program.
- ☐ identify and facilitate connections with other experienced instructors who can also serve as resource or support persons for the participant.

Role of the Building Administrator

The building administrator will...

- ☐ assure that the participant meets the requirements for interim license or CTE credential, and possesses the appropriate license or credential.
- ☐ assign a mentor for the participant. The mentor shall meet the following requirements:
The mentor shall meet qualifications for a cooperating teachers specified in ESPB Administrative Rules, Section 67.1-02-01-02 (a 2 semester- or 3 quarter-credit hour course in supervision of student teachers or a comparable inservice activity, such as a mentoring workshop.
- ☐ secure a content specialist for any academic participant. (The CTE supervisors will secure content specialists for CTE participants.)
- ☐ assure that the participant completes the Interim Licensure Clinical Practice Authorization (SFN 52869) as soon as possible, and endorse the request.
- ☐ assure that both participant and mentor have time during the school day to complete observation and conference requirements.
- ☐ provide close supervision of the participant during the initial ten weeks of clinical practice, including three full-class observations of the participant during the initial ten-week period, and following each observation with a conference with the participant.
- ☐ complete participant evaluation forms as required by the Transition to Teaching program, and if requested, by the participant's university.

Role of the Teacher Education Program

The teacher education program will...

- ☐ work with the participant to develop a Degree Plan of Study that includes all of the subject matter and pedagogy courses needed to meet the requirements for regular licensure.
- ☐ issue course credit for *Clinical Practice* and *Introduction to Teaching*.
- ☐ monitor the clinical practice experience of the participant in the same manner as for students completing the regular student teaching experience.
- ☐ provide documentation to ESPB verifying the participant's successful completion of the clinical practice and other requirements for regular licensure.

Role of the Local Education Agency or Career & Technology Center

The LEA/Career & Technology Center will...

- ☐ submit the *Interim Licensure Clinical Practice Plan Authorization* (SFN 52869) to the ESPB requesting the clinical practice option for the participant and verifying local support of the clinical practice requirements.
- ☐ contract with the mentor (for all participants) and content specialist (for academic participants) and will compensate each as recommended by the Transition to Teaching program.

Role of the

Department of Career and Technical Education (DCTE)

The Department of Career & Technical Education will...

- ☐ serve as the fiscal agent for the Transition to Teaching program and fund designated project activities for CTE participants.
- ☐ monitor all program activities.

CTE Program Supervisors

Each CTE supervisor with a participant in the program will...

- ☐ meet with the participant(s) from the CTE program area early in the school year to determine what kinds of technical assistance and other support each participant needs.
- ☐ secure a content specialist for the participant at the beginning of the school year.
- ☐ provide technical assistance and support on-site and/or by phone/e-mail to CTE participants.
- ☐ assist the teacher education program in monitoring and assessing participant progress.
- ☐ conduct additional training as required for groups of participants with similar needs.
- ☐ inform the project director of identified participant needs that might be included or reviewed during clinical practice activities.

Role of the Education Standards and Practices Board (ESPB)

The ESPB will...

- ☐ monitor licensure aspects of *Clinical Practice* and the entire Transition to Teaching Program.
- ☐ process requests for the clinical practice option from participants.
- ☐ maintain records of participants' successful completion of the clinical practice and progress in meeting the requirements for regular licensure.

Role of the Program Director

The Program Director will...

- ☐ recruit teachers for the Transition to Teaching program
 - a. contact CTE supervisors for lists of candidates on provisional credentials and ESPB for lists of teachers on interim/emergency licenses
 - b. contact school administrators to inform them of the Transition to Teaching program
 - c. provide program information to candidates and assist them in registering at their university
- ☐ work with school administrators to secure mentor and content specialist for each participant
- ☐ visit each participant at least twice (once each semester) to monitor the mentored field experience, assist with the program of study, and resolve any difficulties encountered by the participant
- ☐ maintain records on each participant and inform the CTE supervisors of any concerns regarding their CTE participants
- ☐ work as a liaison for Valley City State University in the program
- ☐ submit a program assessment to the Department of Career and Technical Education at the close of each program year.

TRANSITION TO TEACHING

STANDARDS, BENCHMARKS & EXAMPLES OF SUPPORTING KNOWLEDGE

The Transition to Teaching Standards, Benchmarks, and Examples of Supporting Knowledge are designed to give purpose and direction to the professional development activities offered through the Transition to Teaching (T2T) Program. They will be used in a variety of ways:

- To provide direction to the program director in designing the seminars;
- To assist the participants in identifying their individual needs and assessing their progress in professional development;
- To guide the mentors, content specialists and administrators when giving support and direction to their participant.

THE TRANSITION TO TEACHING STANDARDS

Standard 1: DESIGNING INSTRUCTION

The participant will design effective instruction.

Standard 2: ESTABLISHING THE LEARNING ENVIRONMENT

The participant will establish an environment conducive to teaching and learning.

Standard 3: IDENTIFYING, SELECTING AND UTILIZING INSTRUCTIONAL RESOURCES

The participant will identify, select and use instructional resources to enhance effective teaching and learning.

Standard 4: DELIVERING INSTRUCTION

The participant will deliver effective instruction.

Standard 5: ASSESSING STUDENT PERFORMANCE

The participant will apply effective student assessment strategies.

Standard 6: THE PARTICIPANT AS PROFESSIONAL EDUCATOR

The participant will exemplify the role of a professional educator.

The Standards and Benchmarks were developed by August Ritter and Gerald Roth, Transition to Teaching program directors from 2001-2005, and were edited by Karen Botine. **Updated June 2006**

Standard 1: DESIGNING INSTRUCTION

The participant will design effective instruction.

Benchmarks

- 1.1 Develop instructional goals that are based on the school/district/state/national standards, the school philosophy and the school improvement plan, that represent high expectations for students, are clearly stated and understood by the teacher and the students, and are measurable.
- 1.2 Recognize typical developmental characteristics of a given age group of students and exception to the patterns.
- 1.3 Use knowledge of student needs, interests, learning styles, ethnicity and cultural heritage in selecting the goals, and the teaching/learning and assessment strategies.
- 1.4 Follow approved formats for short and long range planning.
- 1.5 Demonstrate extensive content and pedagogical knowledge.
- 1.6 Build on knowledge from previous instruction.
- 1.7 Display continuing search for best practices.
- 1.8 Maintain a balance between hands-on and minds-on activities that encourage students' enthusiasm and conceptual development.
- 1.9 Involve students in co-curricular and/or extra-curricular activities that allow students to practice learned skills, concepts and dispositions.

Standard 1: DESIGNING INSTRUCTION

The participant will design effective instruction.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 1.1 school/district philosophy and related content standards; related state and national standards; curriculum mapping; personal educational philosophy; school improvement plan; school/district/state student assessment programs
- 1.2 developmental and psychological dimensions – Bruner, Piaget, Vygotsky, Rogers, & Gardner; influence of factors such as culture, economic status, and type of family unit on all aspects of development
- 1.3 knowledge of learning styles, learning style assessment techniques and instruments; the influence of learning styles on learning and assessment; influence of culture on teaching, learning, and assessment; how differences in needs and interests are accommodated through multiple instructional strategies
- 1.4 lesson and unit plan format prescribed by the school/district and/or utilized in the content area; value of short- and long-range planning; research on planning for instruction; resources to facilitate planning; utilizing technology to facilitate planning; strategies for assessing effectiveness of planning
- 1.5 basic knowledge of the content to be taught; strategies for measuring prior knowledge; appropriate sequence for teaching content; appropriate increments of learning; means for determining the appropriate level of difficulty of content; means for assessing effectiveness of the instructional process; traditional and technical research skills
- 1.6 value of basing instruction on prior knowledge; knowledge of prerequisite skills for current instruction; sources and procedures for identifying prerequisite skills
- 1.7 application of best educational practices; currency and variety of instructional and assessment strategies and resource materials classroom management strategies
- 1.8 research on categories of instructional strategies that affect student achievement
- 1.9 policies governing co-curricular and extra-curricular activities; knowledge of existing co-curricular and extra-curricular programs; resources and techniques for planning, establishing, and evaluating student organizations

Standard 2: ESTABLISHING THE TEACHING AND LEARNING ENVIRONMENT

The participant will establish an environment conducive to teaching and learning.

Benchmarks

- 2.1 Model genuine caring and respect for the diverse ideas, skills and experiences of individual students. Require the same of the students in the classroom.
- 2.2 Develop and maintain an atmosphere of trust and respect.
- 2.3 Use teaching methods that demonstrate the importance of the students learning the course content.
- 2.4 Communicate to the students positive expectations for their success.
- 2.5 Establish and implement, with student input, classroom procedures for group work, transitions, distribution of materials and resources, and performing non-instructional duties.
- 2.6 Develop and implement, with student input, a classroom management plan that is based on the school/district discipline policy.
- 2.7 Organize instructional resources and physical space to facilitate effective teaching and learning.
- 2.8 Engage students in designing the learning environment.

Standard 2: ESTABLISHING THE TEACHING AND LEARNING ENVIRONMENT

The participant will establish an environment conducive to teaching and learning.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 2.1 types of diversity – ethnic, cultural, developmental, gender, abilities, interests, and physical, mental or emotional impairments; implications of diversity for teaching and learning; laws and regulations that influence how certain types of diversity must be addressed in the classroom
- 2.2 variables critical to a trusting relationship; importance of modeling desired behaviors by the teacher and students
- 2.3 relationship between the importance of content and its application; relationship between enthusiasm shown by the teacher and student performance; appropriate ways to recognize student success
- 2.4 knowledge level of the students; order in which concepts and skills are to be taught; relationship between teacher expectations and student performance
- 2.5 strategies for: organizing group work (e.g. – pre-teaching the rules), distribution and collection of materials, and performing non-instructional tasks; research on the relationship between classroom organization, instructional time, and student performance
- 2.6 behavioral characteristics of students at a given age or grade level; comfort level of the teacher relative to: classroom noise level, interruption by students, movement of students in the classroom, etc.; characteristics of various classroom management programs; school/district discipline policies; relationship between teacher preparation (teaching/learning strategies) and student behavior; influence of classroom design and arrangement
- 2.7 safety requirements for storing and/or utilizing materials and equipment or for conducting potentially hazardous activities; school/district policies on the use of materials and equipment; environmental needs of individual students; availability of materials and equipment at a given time (sharing with other instructors); influence of classroom design
- 2.8 relationship between the physical environment and motivation for teaching/learning; relationship between student support and student involvement in developing the teaching/learning environment

Standard 3: IDENTIFYING, SELECTING AND USING INSTRUCTIONAL RESOURCES

The participant will identify, select and use instructional resources to enhance effective teaching and learning.

Benchmarks

- 3.1 Align instructional resources with the goal(s) and objective(s) of the lesson, the instruction and assessment strategies, and the needs and interests of the students.
- 3.2 Use instructional resources found within the building, school district, region, state and/or national levels in ways that facilitate the teaching/learning of course content. Establish a procedure to identify and access the resources.
- 3.3 Establish and maintain school- and individual program-based student organizations to enhance teaching and learning opportunities for teachers and students.
- 3.4 Establish and maintain community-based support groups to enhance teaching and learning opportunities for teachers and students.
- 3.5 Develop short and long-range plans for acquiring and updating instructional resources.
- 3.6 Maintain accurate records of instructional resources.

Standard 3: IDENTIFYING, SELECTING AND USING INSTRUCTIONAL RESOURCES

The participant will identify, select and use instructional resources to enhance effective teaching and learning.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 3.1 procedure for aligning lesson goals and objectives, instructional and assessment strategies, resources, and student needs; best educational practices for the respective course; school/district prescribed instructional resources for respective course
- 3.2 names of resource persons or organizations located within and outside the school/district; sources for content-related print, audio-visual, and manipulative materials located within and outside the school/district; policies and financial resources for securing instructional resources; sources of grants; grant-writing skills; policies and procedures for field trips; proficiency in using technology to secure human and material resources
- 3.3 school policies and regulations that govern student organizations; student organizations presently existing in the school; names of student organizations whose goals and activities would enhance instruction and achievement in the respective discipline; regional, state, and national affiliations of existing or potential student organizations
- 3.4 school policies and regulations that govern the establishment of sponsorships for student organizations; roles and responsibilities of advisory committees; present sponsors of student organizations and/or student activities; existing advisory committees for school programs and student groups or organizations; school policies and regulations that govern the establishment of field-based student education programs
- 3.5 systems for inventorying various types of resources; proficiency in using technology to facilitate accurate record keeping
- 3.6 current inventory of instructional materials; funding sources and amount of available funds for expanding and/or replacing instructional resources; school/district policies and procedures for replacing instructional resources; inventory requirements specified by funding sources

Standard 4: DELIVERING INSTRUCTION

The participant will deliver effective instruction.

Benchmarks

- 4.1 Demonstrate a belief that every child is capable of learning.
- 4.2 Align instructional strategies with the specific content, recognizing that the teaching of each concept may require multiple and varied approaches in order to be understood.
- 4.3 Design and deliver instruction in ways that facilitate active student involvement in both processes.
- 4.4 Use the results of assessments at different levels and in a variety of ways to improve teaching and learning.
- 4.5 Choose teaching and assessment strategies that are compatible with one another.
- 4.6 Provide opportunity for students to accept responsibility for their learning.
- 4.7 Use questioning as a technique for both teaching and assessing students.
- 4.8 Make modifications on the existing lesson plan to meet changing circumstances.
- 4.9 Provide high quality feedback to the students in a timely manner.

Standard 4: DELIVERING INSTRUCTION

The participant will deliver effective instruction.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 4.1 students learn in a variety of ways; importance of accommodating the varying needs and interests of all students; relationship between student expectation and student performance
- 4.2 relationship between teaching strategies and course content; importance of repeated experiences with new learning; importance of giving oral and written directions clearly and precisely; anticipating possible student misunderstanding; terminology pertinent to the class
- 4.3 importance and process of involving students in the selection of goals, instructional and assessment strategies, and instructional resources; connection between minds-on/hands-on activities and mental engagement; various “teacher directed” and “student directed” teaching/learning strategies and functions of each; design and functions of groups to enhance engagement
- 4.4 strategies for assessing instructional goals; appropriate student performance level for a given standard; authentic assessment methods
- 4.5 relationship between student learning, assessment, and individual student needs
- 4.6 strategies that teach students how to learn – note taking, graphic organizers, etc.; variation in time students need to learn; importance of clarifying student expectations
- 4.7 levels or types of questions (Bloom’s Taxonomy, etc.); strategies for facilitating dialogue (discourse) among students and between teacher and students to promote questioning; managing student participation in discussion; using questioning as an assessment strategy; three second wait-time and translation wait time; equitable distribution of questions; monitoring questioning patterns
- 4.8 “teachable moments”; factors that influence the pace of instruction; addressing unanticipated events that impact class schedules or student attention; importance of and preparation of “Plan B”
- 4.9 value of constructive feedback to all students; qualities of effective feedback (accurate, constructive, substantive, specific and timely, provided on all significant work)

Standard 5: ASSESSING STUDENT PERFORMANCE

The participant will apply effective student assessment strategies.

Benchmarks

- 5.1 Identify the course content that all students need to know and/or be able to do.
- 5.2 Select assessment strategies that are congruent with the instructional goals, both in content and process.
- 5.3 Involve students in developing the assessment criteria and standards.
- 5.4 Clearly communicate assessment criteria and standards to the students.
- 5.5 Provide alternative ways for students to demonstrate their knowledge, understandings and skills.
- 5.6 Utilize an assessment for different purposes in different situations.
- 5.7 Communicate progress to the student and his/her parent(s) or guardian(s) and other appropriate audiences.

Standard 5: ASSESSING STUDENT PERFORMANCE

The participant will apply effective student assessment strategies.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 5.1 school/district curriculum and assessment plan; significance and accuracy of information; student's content knowledge, understanding, thinking process, and disposition
- 5.2 relationship of assessment to the learning of course content; opportunity each student had to learn the content being assessed; assessment strategies, such as rubrics, that reflect authentic, real-world applications of knowledge and understanding; time-efficiency of assessment strategies; time needed for students to complete assessment
- 5.3 using assessment results to guide students in evaluating, reflecting on, and improving their work
- 5.4 methods for orienting students to types of assessment and content; bias in scoring processes; design of scoring guides, feedback systems, and reporting
- 5.5 recognizing and eliminating cultural, ethnic, and gender stereotypes from assessments; accommodating needs of exceptional students; types of student assessment (selected response; short answer, constructed response; products and constructed response; performance)
- 5.6 correlation between diversity in instructional goals and diversity in assessment strategies; each instructional goal can be assessed in some way; appropriateness of assessment strategies to different types of goals; using assessment results to plan for individuals or groups; what is being assessed and by whom; appropriate uses of assessment data
- 5.7 what assessment information to keep on each student; credibility and usefulness of information to its consumers (students, parents, teacher, administrators, policy makers, etc.)

Standard 6: THE PARTICIPANT AS PROFESSIONAL EDUCATOR

The participant will exemplify the role of a professional educator.

Benchmarks

- 6.1 Maintain accurate records of student progress, and their instructional and non-instructional activities.
- 6.2 Use a variety of media to communicate with parents and guardians, and to provide information about the program to the general public.
- 6.3 Actively contribute to the school and community.
- 6.4 Use technology appropriately to design, deliver and assess teaching and learning, and to access professional development opportunities.
- 6.5 Demonstrate a positive attitude (disposition) toward life-long learning.
- 6.6 Obtain evaluative feedback on classroom performance through a variety of sources as a foundation for initiating and maintaining a professional development plan.
- 6.7 Participate in professional development activities that strengthen pedagogical and subject content knowledge.
- 6.8 Join and actively support local, state and/or national professional organizations.

Standard 6: THE PARTICIPANT AS PROFESSIONAL EDUCATOR

The participant will exemplify the role of a professional educator.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 6.1 procedures to accurately and effectively communicate with students, parents and others with vested interest; systems to maintain: records of students' skill development and participation in co-curricular or related extra-curricular activities, records of out-of-class activities, inventories of supplies and materials, teacher's non-instructional duties; opportunities provided for students to maintain and contribute to non-instructional records
- 6.2 systems for communicating to parents on: grading procedures, homework expectations, classroom management, student progress/success or needed improvement; use of communication procedures such as: newsletters, back-to-school night, parent-teacher conferences, telephone and e-mail contacts, class open house for viewing students' projects, science fairs and art shows; using parents and community members as resource persons in the classroom
- 6.3 contributions to the school, such as: serving on and/or leading committees, assisting with extra-curricular activities, participating in parent groups or organizations, welcoming and/or mentoring new teachers, providing supervision at student events outside of school hours; contributions to the community, such as: participating in community functions and events, belonging to and/or leading community organizations
- 6.4 create student materials; short- and long-range planning and implementation of such plans; use databases to keep student grades and other records; integration of curriculum; provide opportunities for students to become actively engaged in their learning and create their own knowledge through technology; use the internet as a resource for lesson plans and assessment strategies, to conduct research on instructional content, and to participate in discussions on topics related to the content area or pedagogy
- 6.5 continued development of professional skills; commitment to staying at the top of the profession; exercise leadership; knowledgeable about instructional content and the latest research in pedagogy; concerned for the well-being of students; advocate for all students; demonstrate commitment to professional standards in problem solving and decision making; maintain an open mind and a willingness to attempt new approaches

(continued on next page)

- 6.6 understand the process and merits of reflection; solicit feedback relative to teaching strengths and areas of improvement from students, parents and other educators; augment formative self evaluation (through video and tape recording of teaching) with the expertise of professional outside evaluators; progress from reflecting on feedback to identifying and addressing areas that need further development in pedagogical and subject content knowledge; develop short- and long-range professional development plans with a built-in monitoring system to measure and record growth
- 6.7 conduct research and share results with colleagues; periodically serve as cooperating teacher for student teachers; join or organize a support group; participate in peer coaching; access current information through attendance at local, regional, state and national conferences, as well as through personal study (reading professional literature, listening to tapes, viewing videos); observe effective teachers; share knowledge/expertise by contributing to publications and making presentations
- 6.8 involvement in relevant local, regional, state, and national professional organizations; knowledgeable about the benefits of belonging to a professional organization; support professional organizations through active involvement (beyond attendance at meetings)

REFERENCES

- Carr, J. & Harris, D. (2001). *Succeeding with Standards – Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Danielson, C. & McGreal, T. (2000). *Teacher Evaluation: To Enhance Professional Practice*. Alexandria, VA. Association for Supervision and Curriculum Development.
- International Society for Technology in Education. (2000). *National Educational Technology Standards for Students: Connecting Curriculum and Technology*. Eugene, OR. International Society for Technology in Education (ISTE) NETS Project.
- Kottler, E., Kottler, J. & Kottler, C. (1998). *Secrets for Secondary School Teachers*. Thousand Oaks, CA. Corwin Press, Inc.
- Marzano, R. (2000). *Transforming Classroom Grading*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Marzano, R. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom Instruction That Works*. Alexandria, VA. Association for Supervision and Curriculum Development.
- National Council of Teachers of Mathematics. (1991). *Professional Standards for Teaching Mathematics*. Reston, VA. National Council of Teachers of Mathematics.
- National Research Council. (1996). *National Science Education Standards*. Washington, DC. National Academy Press.
- Parkey, F. & Stanford, B. (1995). *Becoming a Teacher*. Boston, MA. Allyn & Bacon.
- Valley City State University. Syllabi for the following courses: BVED 431: History, Philosophy, and Practices of Career and Technical Education; BVED 432: Coordinating Cooperative Education Learning; BVED 434: Managing Career and Technical Student Organizations (CTSOs); BVED 437: Performance Evaluation in Career and Technical Education; BVED 438: Developing and Managing Competency-Based Instructional Materials; & BVED 490: Methods for Teaching Career and Technical Education Subjects. Valley City State University, Valley City, ND.
- Wong, H. & Wong, R. (1998). *How To Be An Effective Teacher: The First Days of School*. Mountain View, CA. Harry Wong Publications.

To the participant: Initiate contact with your content specialist early in the school year. To make the best use of this resource person, provide some information about yourself, your program, and the kinds of assistance you need. Having something in writing is a good reminder for both of you, even if you also express your needs verbally. It can also help your content specialist decide the best ways to help you.

The communication between you and your content specialist will probably be by e-mail or telephone, but could also include sending resource materials back and forth, and even a visit to his/her classroom. You will determine what you need and request this assistance from your content specialist. Once your content specialist becomes familiar with your needs, he/she might also help you connect with other experienced teachers in your field.)

To My Content Specialist:

You have been asked to serve as my content specialist during my first year in Transition to Teaching. During this school year I may ask you to be a resource person in areas related to course content, teaching techniques, classroom and laboratory management methods, advising a student organization, or other topics that are unique to our shared subject area.

1. My Contact Information... *(Participant: Insert your contact information below.)*

School mailing address

School street address (if different from mailing address)

Phone number

Fax number

E-mail address

Prep period or other “best time” to contact me

(Ask your content specialist to provide the same information to you.)

2. Information About My Program... *(Participant: List the courses you are teaching, at what grade levels, and any other information on your teaching situation that would help your content specialist provide appropriate support to you.)*

3. The Kinds of Information and Assistance I Need From You... *(Participant: Be as specific as possible in describing the type of assistance you need from your content specialist. For example:*

- *“How do decide what to include in a Consumer Education class?”*
- *“I am teaching in a new program. What equipment and resource materials should I request first?”*
- *“What is the best way to divide students into groups for laboratory work?”*
- *“How do you keep track of all the equipment in your department?”*

CLINICAL PRACTICE LOG (Fall Semester)

Participant: _____

Mentor: _____

Week #1

Date/Time

Notes

Observation by Mentor

Post-Conference

Observation of Mentor or
Other Instructor

Post-Conference

Evaluation Form

Journal Notes

(participant initials)

(mentor initials)

Week #2

Date/Time

Notes

Observation by Mentor

Post-Conference

Observation of Mentor or
Other Instructor

Post-Conference

Evaluation Form

Journal Notes

(participant initials)

(mentor initials)

Week #3

Date/Time

Notes

Observation by Mentor

Post-Conference

Observation of Mentor or
Other Instructor

Post-Conference

Evaluation Form

Journal Notes

(participant initials)

(mentor initials)

CLINICAL PRACTICE LOG (Fall Semester)

Week #4	Date/Time	Notes
Observation by Mentor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
Observation of Mentor or Other Instructor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		<div style="text-align: center;"> <div style="display: inline-block; width: 48%; border-top: 1px solid black;"></div> <div style="display: inline-block; width: 4%;"></div> <div style="display: inline-block; width: 48%; border-top: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> (participant initials) (mentor initials) </div>

Week #5	Date/Time	Notes
Observation by Mentor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
Observation of Mentor or Other Instructor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
<i>Evaluation Form</i>		_____ _____
<i>Journal Notes</i>		_____ _____
		<div style="text-align: center;"> <div style="display: inline-block; width: 48%; border-top: 1px solid black;"></div> <div style="display: inline-block; width: 4%;"></div> <div style="display: inline-block; width: 48%; border-top: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> (participant initials) (mentor initials) </div>

Week #6	Date/Time	Notes
Observation by Mentor	_____	_____ _____
Post-Conference	_____	_____ _____
Observation of Mentor or Other Instructor	_____	_____ _____
Post-Conference	_____	_____ _____
<i>Evaluation Form</i>		_____ _____
<i>Journal Notes</i>		_____ _____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> _____ _____ </div> <div style="display: flex; justify-content: space-around; font-size: small;"> (participant initials) (mentor initials) </div>

CLINICAL PRACTICE LOG (Fall Semester)

Week #7	Date/Time	Notes
Observation by Mentor		
Post-Conference		
Observation of Mentor or Other Instructor		
Post-Conference		
<i>Evaluation Form</i>		
<i>Journal Notes</i>		
		(participant initials)
		(mentor initials)

Week #8	Date/Time	Notes
Observation by Mentor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
Observation of Mentor or Other Instructor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
<i>Evaluation Form</i>		_____ _____
<i>Journal Notes</i>		_____ _____
		<div style="text-align: center;"> <div style="display: inline-block; width: 45%; border-top: 1px solid black;"></div> <div style="display: inline-block; width: 45%; border-top: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> (participant initials) (mentor initials) </div>

Week #9	Date/Time	Notes
Observation by Mentor	<hr/>	<hr/> <hr/>
Post-Conference	<hr/>	<hr/> <hr/>
Observation of Mentor or Other Instructor	<hr/>	<hr/> <hr/>
Post-Conference	<hr/>	<hr/> <hr/>
<i>Evaluation Form</i>		<hr/>
<i>Journal Notes</i>		<hr/>
		_____ (participant initials)
		_____ (mentor initials)

CLINICAL PRACTICE LOG (Fall Semester)

Week #10	Date/Time	Notes
Observation by Mentor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
Observation of Mentor or Other Instructor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		<div style="text-align: center;"> <div style="display: inline-block; width: 48%; border-top: 1px solid black;"></div> <div style="display: inline-block; width: 4%;"></div> <div style="display: inline-block; width: 48%; border-top: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> (participant initials) (mentor initials) </div>

Week #11	Date/Time	Notes
Review Journal	_____	_____ _____
		<div style="display: flex; justify-content: space-around;"> _____ _____ </div> <div style="display: flex; justify-content: space-around;"> (participant initials) (mentor initials) </div>

Week #12	Date/Time	Notes
Review Journal	_____	_____ _____
		<div style="display: flex; justify-content: space-around;"> _____ _____ </div> <div style="display: flex; justify-content: space-around;"> (participant initials) (mentor initials) </div>

Week #13	Date/Time	Notes
Review Journal	_____	_____ _____
		<div style="display: flex; justify-content: space-around;"> _____ _____ </div> <div style="display: flex; justify-content: space-around;"> (participant initials) (mentor initials) </div>

Week #14	Date/Time	Notes
Review Journal		

CLINICAL PRACTICE LOG (Fall Semester)

Week #15

Review Journal

Date/Time

Notes

(participant initials)

(mentor initials)

Week #16

Review Journal

Date/Time

Notes

(participant initials)

(mentor initials)

* * * * *

Seminars Attended __ September 9 __ September 30 __ October 21 __ November 18

* * * * *

Administrator Observation
Post-Conference

Date/Time

Notes

Review Written Evaluation

(participant initials)

(administrator initials)

Administrator Observation
Post-Conference

Date/Time

Notes

Review Written Evaluation

(participant initials)

(administrator initials)

Administrator Observation
Post-Conference

Date/Time

Notes

Review Written Evaluation

(participant initials)

(administrator initials)

CLINICAL PRACTICE LOG (Fall Semester)

	Date/Time	Notes
Parent-Teacher Conference		
Observation	_____	_____ _____
IEP Meeting Observation	_____	_____ _____
Content Specialist Contacts	_____	_____ _____
	_____	_____ _____
	_____	_____ _____
Program Director Visit	_____	_____ _____ _____
		_____ (participant initials) (program director initials)
University Supervisor Visit	_____	_____ _____ _____
		_____ (participant initials) (university supervisor initials)
	_____	_____ _____ _____
		_____ (participant initials) (university supervisor initials)
CTE Supervisor Visit (for CTE instructors only)	_____	_____ _____ _____
		_____ (participant initials) (CTE supervisor initials)

END OF FALL SEMESTER!!!

Participant Signature _____ **Date** _____

Mentor Signature _____ **Date** _____

CLINICAL PRACTICE LOG (Spring Semester)

Participant _____ **Mentor** _____

January	Date/Time	Notes
Participant/Mentor Meeting	_____	_____ _____ _____ _____
<i>Journal Notes</i>		_____ _____ _____ _____
		_____ <div>(participant initials)</div> <div>(mentor initials)</div>

[illegible]

March	Date/Time	Notes
Participant/Mentor Meeting _____		_____

<i>Journal Notes</i>		_____

		(participant initials) (mentor initials)

April	Date/Time	Notes
Participant/Mentor Meeting	_____	_____ _____ _____ _____ _____
<i>Journal Notes</i>		_____ _____ _____ _____ _____
		<div style="display: flex; justify-content: space-around;"> _____ _____ </div> <div style="display: flex; justify-content: space-around;"> (participant initials) (mentor initials) </div>

* * * * *

Seminars Attended ____ January ____ March

CLINICAL PRACTICE LOG (Spring Semester)

	Date/Time	Notes
Administrator Observation	_____	_____
Post-Conference	_____	_____
Review Written Evaluation	_____	_____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> _____ (participant initials) </div> <div style="text-align: center;"> _____ (administrator initials) </div> </div>
Content Specialist Contacts	_____	_____
	_____	_____
	_____	_____
		<div style="text-align: center; margin-top: 10px;"> _____ (participant initials) </div>
Program Director Visit	_____	_____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> _____ (participant initials) </div> <div style="text-align: center;"> _____ (program director initials) </div> </div>
University Supervisor Visit	_____	_____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> _____ (participant initials) </div> <div style="text-align: center;"> _____ (university supervisor initials) </div> </div>
CTE Supervisor Visit (for CTE instructors only)	_____	_____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> _____ (participant initials) </div> <div style="text-align: center;"> _____ (CTE supervisor initials) </div> </div>

END OF SPRING SEMESTER!!!

Participant Signature _____ **Date** _____

Mentor Signature _____ **Date** _____

TRANSITION TO TEACHING

Journaling Expectations

“The participant will keep a journal documenting observations, post-conferences, and seminars along with a record of and reflections on daily events.”

Role Responsibilities for Clinical Practice

The primary purpose of journaling is professional growth. Your journal notes can be used in several ways:

1. to identify topics for discussions with your mentor;
2. to identify recurring concerns or areas of teaching responsibility that should be given extra attention;
3. to track how you are growing professionally during the clinical practice year by...
 - noting significant educational events during this year;
 - reflecting on the consequences of those events as a professional educator, and,
 - making adaptations as necessary.

The difference between the teacher with twenty-five years of experience and the teacher with one year of experience twenty-five times is that the latter does not reflect on his/her experiences, and so does not make changes or grow professionally.

What/How to Journal

Use the weekly Reflection Journal forms (found on the following pages) on Friday to summarize the experiences of the entire week. Use the forms in the sequence suggested for the first six weeks and then “recycle” the forms that are most appropriate for the remainder of the clinical practice.

Journaling topics for days when the Reflection Journal is not used may include lesson critiques, highlights of meetings, comments on professional reading, and brief summaries of classroom events along with the your reflections on those events. Depending on your needs, you and your mentor may jointly identify specific topics for you to reflect on in the days following a participant/mentor conference.

TRANSITION TO TEACHING Reflection Journal 1

Date:

Focus: SELF

Significant events for me this week were . . .

As a result of these events, I have learned . . .

I realize that I need to know more about . . .

This week I am most proud of my . . .

My Information Needs	My Resource/Material Needs

from: *Mentoring Matters*, MiraVia, LLC 3 Lost Acre Trail, Sherman CT 06784 www.miravia.com Form F
Used with permission

TRANSITION TO TEACHING Reflection Journal 2

Date:

Focus: SELF

I am excited by the opportunity to . . .

I have noticed that I am doing well with . . .

I am curious about . . .

By the end of this semester, I want to be able to . . .

My Information Needs	My Resource/Material Needs

from: *Mentoring Matters*, MiraVia, LLC 3 Lost Acre Trail, Sherman CT 06784 www.miravia.com Form G
Used with permission

TRANSITION TO TEACHING Reflection Journal 3

Date:

Focus: TASK

**Reflecting on my classroom management, I realize that
when I . . .**

my students . .

Strategies I want to remember include . . .

At this point, I know I can control . . .

By the end of the year, I will be able to . . .

My Information Needs	My Resource/Material Needs

from: *Mentoring Matters*, MiraVia, LLC 3 Lost Acre Trail, Sherman CT 06784 www.miravia.com Form H
Used with permission

TRANSITION TO TEACHING Reflection Journal 4

Date:

Focus: TASK

Regarding my use of time, I have noticed . . .

I am pleased when I . . .

Managing paperwork and other tasks is easier for me when . . .

My biggest question about feeling professionally in control is . . .

My Information Needs	My Resource/Material Needs

from: *Mentoring Matters*, MiraVia, LLC 3 Lost Acre Trail, Sherman CT 06784 www.miravia.com Form I
Used with permission

TRANSITION TO TEACHING Reflection Journal 5

Date:

Focus: IMPACT

As a result of my instruction this week, my students can . . .

I am thinking about the following changes in curriculum . . .

If I could relive one day or class this week, it would be . . .

Given what I know now, I would change . . .

My Information Needs	My Resource/Material Needs

from: *Mentoring Matters*, MiraVia, LLC 3 Lost Acre Trail, Sherman CT 06784 www.miravia.com Form J
Used with permission

TRANSITION TO TEACHING Reflection Journal 6

Date:

Focus: TASK

The most important lesson I've learned this year is . . .

**In thinking about other colleagues, it would be interesting to work
with . . .**

on . . .

I can contribute to the professional school community by . . .

In thinking about school goals and projects, I need to know more about . . .

My Information Needs	My Resource/Material Needs

from: *Mentoring Matters*, MiraVia, LLC 3 Lost Acre Trail, Sherman CT 06784 www.miravia.com Form K
Used with permission

TRANSITION TO TEACHING

Financing the Clinical Practice Experience - Secondary Level

ESEA Title II, Part A funds may be used. Contact your administrator.

Cost Category	Possible Funding Source(s)
Participant Tuition a. CTE participants will qualify for stipends upon successful completion of clinical practice requirements. b. Tuition rates vary by university. For participants enrolled at Valley City State University, a reduced fee will be charged for the 15 credits that include <i>Clinical Practice</i> and the course <i>Introduction to Teaching</i> .	Participant and/or LEA
Participant/Mentor Travel to Seminar(s) There will be a required seminar at VCSU in early September. A spring seminar may also be scheduled.	LEA <i>LEAs may include CTE participant travel on the revised budget (state funds) for the participant's CTE program.</i> <i>Travel for mentors who are CTE instructors may also be included on the revised budget for the mentor's CTE program.</i> <i>Perkins funds may also be used for CTE mentors and participants.</i>
Mentor Stipend - \$800 recommended Because of the tuition reduction, VCSU does not provide a payment to the LEA for cooperating teacher/mentor. Other universities <u>may</u> provide a payment as they do for cooperating teachers.	LEA <i>If a CTE participant is mentored, Perkins funds may be used for the mentor's stipend.</i>
Content Specialist Stipend - \$350 recommended	Dept. of CTE (for CTE participants) LEA (for academic participants)
Substitute Teacher for Participant or Mentor	LEA